COMMAND WORDS AT LEVEL 4 DIPLOMA: ¹

**Analyse**: To separate information into components and identify their characteristics.

It is more than likely that the learner will be asked a question which expects them to “analyse” something. This involves separating a particular subject matter into different key sections or characteristics and components and then addressing each of these in relation to the question the learner is being asked. An analysis is not a description or a statement relating to what the subject matter is but a breakdown of features and/or components and characteristics which are then applied to the question.

**Example:**

Analyse the impact of quality management on business development, giving examples within your answer.

**LEVEL 4**

- The learner’s analysis must clearly show that they have the ability to identify and use understanding.
- The learner’s response should show that their understanding is appropriate and developed enough to fulfil the demands of the question.
- In analysing the impact of quality management on business development, clearly defined components and information should be referenced and apparent in the response with no confusion and the learner should demonstrate an ability to identify characteristics and separate information that they consider relevant.
- The question asks for “examples” (as opposed to “an example”). The learner cannot achieve a pass without using at least TWO examples.
- The learner must present an answer that puts forward a reasonable argument. The learner’s ideas should be clear and their answer structured in sentences.

¹ The definitions supplied for the command words throughout this document are taken from Ofqual’s 2010 Fair Access by Design.
Assess: To make an informed judgement.

When the learner is being asked to assess something, they will have to provide judgement (their view on something). To answer a question which asks the learner to assess, the learner would write down the factors which need to be taken account. They will also assess these factors by providing judgement/opinions on them and argue why they have made these judgements.

**Example:**
Assess the characteristics and implications of legislation, regulation and codes of practice.

- The question concerns the characteristics and implications of legislation, regulation and code of practice related to community health and disease management.
- The learner should provide what is meant by each of the three terms in the question and then provide their judgements/opinions on the implications and importance of each of them in terms of healthcare; the learner needs to look at how each of the terms influence/impact the provision and operation of healthcare.

**LEVEL 4**
- At Level 4, to pass, the learner must demonstrate that they have an understanding of the subject area. This understanding is demonstrated if the learner is able to assess the different types of legislation that affect the provision of health and care.
- It is not enough for the learner to list different legislations; they must write about the legislation(s) cited and make a judgement/form an opinion on the effectiveness and/or usefulness of the legislation.
- At this level, the learner needs to present an answer that puts forward a reasonable argument, have ideas that are clear, and have an answer structured so that their ideas are put across and can be understood. This is done by the learner writing their answer in sentences and by separating their ideas into paragraphs.
**Compare**: To identify similarities.

When in a question the learner is being asked to compare something, they will have to write about the similarities between what is given in the question. The learner should provide a reason behind these similarities rather than simply listing the similarities in their answer.

This question is asking the learner to compare and contrast THREE different sources in particular. As such, the learner will not be able to pass by analysing LESS than THREE.

**Example:**

Compare and contrast THREE different sources of finance that Best Boilers could access to support their product portfolio extension plans.

- This question is related to the different sources of finance available to businesses. The learner should provide any THREE appropriate sources of finance (working capital, short term loans, long term loans, equity, etc.) and compare and contrast them, exploring the level to which the sources of finance they write about are similar and different to each other.
- The learner will be able to pass by identifying at least ONE similarity and at least ONE difference between each given source of finance in relation to the situation provided within the question.

**LEVEL 4**

- To pass, the learner is expected to show their understanding of the similarities and differences between various sources of finance.
- The learner should not only show their understanding of the themes involved and the characteristics that make up various sources of finance but apply that understanding to think about different viewpoints and separating factors associated with different finance sources.
- The learner need only demonstrate a comparison and contrast has taken place in order to pass but this must be evident.
- The learner needs to present an answer that puts forward a sensible argument, have ideas that are clear, and structure their response so that their ideas are put across and can be understood. This is done by writing their answers in sentences and by separating their ideas into paragraphs.
**Evaluate**: To judge from available evidence.

When the learner is being asked to evaluate something, they will state the strengths/pros and weaknesses/cons of it. It is always useful for the learner to support each of the points they make with a relevant example/theory that proves the point they have made. To evaluate well, it is expected that the learner looks at both the pros AND the cons of something so that their evaluation is not biased. And, taking these pros and cons into account, make a judgement on the item(s) being evaluated by arguing its quality, importance, value, relevance, and/or effectiveness.

**Example:**

Evaluate the key drivers for an organisation to continuously monitor, review and improve quality standards.

- To pass this question, the learner needs to identify and evaluate the key drivers for an organisation to monitor, review and improve quality standards.
- Because the question does not specify the number of key drivers they need to engage with, the learner has to cite and evaluate AT LEAST TWO key drivers.
- The question is not asking for an evaluation of monitoring and reviewing methods but rather why an organisation should continually look to monitor review and improve quality standards.
- The question calls for a judgement/opinion to be made.
- The learner does not need to satisfy all the factors fully (i.e. go into a lot of detail) – monitor, review and improve – but they do need to show an understanding of what drives an organisation to monitor, review and improve quality standards.

**LEVEL 4**

- This is a level 4 unit and as such their learner’s evaluation must clearly reflect their ability to understand why and how an organisation strives to improve quality standards.
- The evaluation given in the learner’s answer must be appropriate to the question and show that they have evaluated the themes in a clear and focused way showing their insight.
- This will be evident by the learner writing in detail about the key drivers and their relationship with quality standards, addressing the impact of each in relation to a business.
- The learner should be able to provide judgement/opinions on each of the key drivers identified for an organisation to continuously monitor, review and improve quality standards.
- The learner must be able to present an answer that puts forward an appropriate argument. Ideas should be clear and structured in a way so that their ideas are put across and can be understood. This is done by writing their answer in sentences and by separating their ideas into paragraphs.
**Explain:** To set out purposes or reasons.

When the learner is being asked to explain, they will make a particular subject clear by describing it in more detail or setting out the relevant facts. It may be useful for the learner to pretend the person who will be marking their examination knows absolutely nothing about the subject area. This ensures that all aspects of the subject are written down clearly in their answer showing that they have a good understanding of what the question is asking. The learner will then have to provide reasoning to support all of the points they are making in their answer.

**Example:**

Explain the key principles of quality management for an organisation such as CFMI.

- To satisfy the question, the learner must provide an explanation that shows a clear knowledge of the definition of quality management.
- As the question asks for “key principles” (as opposed to “a key principle”) the learner is expected to cite AT LEAST TWO.
- The learner will be expected to engage with each cited principle explaining their purpose/reason for why they are part of quality management.
- The learner’s answer should focus around the benefits and drawbacks of quality management to an organisation and whilst their answer does not have to make reference to many of these, a clear understanding of the key principles is required, making reference to the improvement of quality and services.

**LEVEL 4**

- The learner must be able show an ability, via an explanation, to identify the principles of quality management.
- The learner should relate their findings to the question itself showing their informed awareness and an ability to apply their knowledge of what quality management means to an organisation.
- The learner must be able to present an answer that puts forward a reasonable argument. The learner’s ideas should be clear and their answer should be structured so that their ideas are put across and can be understood. This is done by writing their answer in sentences and by separating their ideas into paragraphs.
**Identify:** To name or otherwise characterise.

When the learner is being asked to identify something they will have to recognise/select what the question is asking. This could be as simple as identifying a certain number of items without much detail or it could involve a lot of detail engaging in an analysis. It all depends on the specific question.

This question is asking the learner to identify FOUR theorists in particular. As such, they will not be able to pass by identifying LESS than FOUR.

**Example:** Identify FOUR theorists that underpin management practice, summarising the main arguments or models put forward by each. In your answer discuss any similarities or differences.

- The question relates to the different theorists which can be used to support management practice such as Henri Fayol, Peter Drucker, Henry Mintzberg, Douglas McGregor, Rensis Likert, etc.
- The learner is required to identify FOUR of these different theorists and summarise the main points of each.
- As part of their answer, the learner is required to write about any similarities or differences between the different theories cited.

**LEVEL 4**

- To pass, the learner is expected to show an understanding of the different views of the theories/theorists they write about.
- The learner can show this understanding by their ability to compare the ideas put forward by the different theories/theorists and writing about the similarities/differences between them.
- The learner needs to show that they are aware of how each theory is applied in a business context.
- At this level, the learner needs to present an answer that puts forward an appropriate argument, have ideas that are clear, and write an answer that is structured so that their ideas are put across and can be understood. This is done by writing their answer in sentences and by separating their ideas into paragraphs.

N.B. Other commands words will be used at Level 4. For a list of these see page 28.
COMMAND WORDS AT LEVEL 5 DIPLOMA:

For Level 5 answers, the learner is expected to provide a more in-depth answer than they would for Level 4. The learner’s answers will have to show that they have at least a relevant understanding of the subject that they are being tested on.

**Analyse**: To separate information into components and identify their characteristics.

It is more than likely, that the learner will be asked a question which expects them to ‘analyse’ something. This involves separating a particular subject matter into different key sections or characteristics and components and then addressing each of these in relation to the question they are being asked. An analysis is not a description or a statement relating to what the subject matter is but a breakdown of features and/or components and characteristics which are then applied to the question.

This question is asking the learner to analyse THREE methods in particular. As such, they will not be able to pass by analysing LESS than THREE.

**Example:**

Analyse THREE methods of obtaining evidence to prove how effective the implementation of a new managed system has been, showing how each method has been implemented and how results are gathered and assessed.

- In order to pass this question, the learner is expected to analyse THREE methods organisations use to measure the effectiveness of their CRM processes.
- The learner should analyse each method referenced, addressing the method’s characteristics and relevance in reference to the particular question.
- Each method can be looked at separately or together but the learner’s understanding must be clear and an analysis needs to have taken place.
- An analysis will be clear in the response: by the characteristics of the chosen methods being broken down and their suitability to the question.
- The learner must make the link between the implementation, how results are gathered and how results are assessed and use this to form most of their analysis.

**LEVEL 5**

- The learner is expected to show that they have a relevant understanding of the subject area. This level of understanding can be seen if they are not only able to analyse the different methods used by organisations to measure their CRM processes, but specifically argue how these methods actually work with the processes in an organisation in order to determine the effectiveness of their CRM.
- The learner will need to show that they understand how these methods are employed: i.e. how these methods are integrated into the organisations’ working practices in order ascertain the effectiveness of the processes that
Assess: To make an informed judgement.

When the learner is being asked to assess something, they will have to provide judgement (their views on something). To answer a question which asks the learner to assess, they would write down the factors which need to be taken account. The learner will also assess these factors by providing judgement/opinions on them and argue why they have made these judgements.

Example:
Assess the role of employee representation in today’s workplace.

This is the command word.

Support answer with examples where appropriate.

- This question concerns the role of employee representative participation.
- The learner is expected to assess the role, which will be clear by the presence of a judgement/opinion which is based on reasoning and their own knowledge of the requirements associated with today’s workplace.
- The learner can make reference to participation schemes, European Works Councils and equivalents, joint consultation and collective representation (etc.), but they will only pass if they provide a judgement.

LEVEL 5
- At Level 5, to pass, the learner must show that they have a relevant understanding of the role of employee representative participation. This appropriate knowledge will be clear only in answers where an assessment has taken place that contains a judgement/opinion that shows reasoning from within the response.
- At this level, the learner needs to present an answer that shows that they are able to present an argument that shows signs of focus, present ideas that are clear and well thought out, and write an answer that is structured so that their ideas are conveyed well. This is done by writing their answer in sentences and by separating their ideas into paragraphs.
**Compare**: To identify similarities.

When in a question the learner is being asked to compare something, they will have to write about the similarities between what is given in the question. The learner should provide a reason behind these similarities rather than simply listing the similarities in their answer.

**Example:**
Critically compare TWO electronic payment systems a business may opt to use.

- To pass this question, the learner will need to critically compare TWO electronic payment systems that businesses may use such as electronic bill presentment/payment (EBPP), pre-paid, post-paid, PayPal, WorldPay, etc.
- The learner’s answer must include both selected payment systems together, writing about the strengths and weaknesses of each and comparing them to each other.
- The learner is not being asked to look critically at each one of the selected payment systems on its own but rather compare both together and show an appropriate understanding of the effect of adopting either.
- It does not matter which payment systems are compared but the learner should be able to carry out a critical comparison that is detailed, that provides the reasons for using both of the systems and the factors linked to their use.

**Level 5**
- As this is a Level 5 unit, to pass, the learner is expected to show a relevant understanding of the subject matter. In order to demonstrate this appropriate understanding, the learner is expected to show their ability to identify and compare similarities between different electronic payment systems.
- To present a critical comparison, rather than just a comparison, the learner will need to look at not only how the chosen electronic payment systems are similar, but the level to which they are similar; the learners should ask themselves “to what extent are they similar?”.
- The learner should then be able to make suggestions as to when it is appropriate to use these systems.
- At this level, the learner needs to present an answer that shows that they are able to present an argument that shows signs of focus, present ideas that are clear and well thought out, and structure their answer so that their ideas are conveyed well. This is done by writing their answer in sentences and by separating their ideas into paragraphs.
Evaluate: To judge from available evidence.

When the learner is being asked to evaluate something, they will state the strengths/pros and weaknesses/cons of it. It is always useful to support each of the points they make with a relevant example/theory that proves the point they have made. To evaluate well, it is expected that they look at both the pros AND the cons of something so that their evaluation is not biased. And, taking these pros and cons into account, make a judgement on the item(s) being evaluated by arguing its quality, importance, value, relevance, and/or effectiveness.

LEVEL 5
- To pass, the learner is expected to show a relevant understanding of the subject area. The learner is able to show this appropriate understanding within their answer by evaluating the risks involved in the strategic decision making process of an organisation.
- This evaluation will be clear when they write about various characteristics and components and reasons for their importance to the question.
- At this level, the learner needs to present an argument that shows signs of focus, have ideas that are clear and well thought out and present an answer that is structured so that their ideas are conveyed well. This is done by writing their answer in sentences and by separating their ideas into paragraphs.
**Explain**: To set out purposes or reasons.

When the learner explains they will make a particular subject clear by describing it in more detail or setting out the relevant facts. It may be useful for the learner to pretend the person who will be marking their examination knows absolutely nothing about the subject area. This ensures that all aspects of the subject are written down clearly in their answer showing that they have a good understanding of what the question is asking. The learner will also have to provide reasoning to support all of the points they are making in their answer.

**Example:**

Explain how measurement and assessment of the results of a managed system is used to affect business strategy.

To pass this question, the learner needs to understand and make the link between the measurement of results and how these results are then used to inform or improve business objectives and strategies.

Reasoning needs to be applied on the basis of the link between an effective business strategy and the results of a managed system, and in explaining this link, the learner must demonstrate a relevant understanding of differing ways results can be used.

**LEVEL 5**

- This is a Level 5 unit and as such the learner will be expected to provide a response that demonstrates that they have a relevant understanding of the subject area. This level of understanding will be evident via their explanation of the themes within the question.
- The learner’s response should look at the complex components associated with measurement and assessment in a way that suggests that they can comfortably provide a rationale and purpose in relation to the themes within the question and add appropriate reasoning throughout.
- The learner is expected to address how the information gathered by CRM analysis can be used to inform and improve CRM process and business objectives.
- At this level, the learner needs to present an answer that shows that they are able to present an argument that shows signs of focus, present ideas that are clear and well thought out, and is structured so that their ideas are conveyed well. This is done by writing their answer in sentences and by separating their ideas into paragraphs.

Support answer with examples where appropriate.
Identify: To name or otherwise characterise.

When the learner is being asked to identify something they will have to recognise/select what the question is asking them. This could be as simple as identifying a certain number of items without much detail or it could involve a lot of detail engaging in an analysis. It all depends on the specific question.

Example:
Identify the value of, and difficulties involved with, a business relying on electronic transaction systems.

To pass, the learner is being asked to identify both the value and difficulties of a business relying on electronic transfers, for example reduction in fraud, reduction in errors, reliability, speed, consistency, efficiency, effectiveness, security, etc.

The learner can structure their answer to look at the value and difficulties separately or together but their answer must be written in relation to a business and should not simply list factual statements that fail to link to a business.

LEVEL 5

- To pass, the learner is expected to show a relevant understanding of the advantages and disadvantages of electronic transfers.
- Whilst the learner needs to write about both positive and negatives of using electronic transaction systems, this should be supported by their knowledge of why the cited key points are positive and negative, thereby showing an appropriate understanding of the subjects within the question.
- The learner should think about different viewpoints and show the impact electronic transfers can have on business.
- The learner needs to present an answer that shows that they are able to present an argument that shows signs of focus, present ideas that are clear and well thought out, and can write an answer that is structured so that their ideas are conveyed well. This is done by writing their answer in sentences and by separating their ideas into paragraphs.

N.B. Other commands words will be used at Level 5. For a list of these see page 28.
**COMMAND WORDS AT LEVEL 6 DIPLOMA:**

For Level 6 answers, the learner is expected to provide a more in-depth answer than they would for either Level 4 or Level 5. The learner’s answers will have to show that they have a very good understanding of the subject that they are being tested on.

**Analyse:** To separate information into components and identify their characteristics.

It is more than likely that the learner will be asked a question which expects them to ‘analyse’ something. This involves separating a particular subject matter into different key sections or characteristics and components and then addressing each of these in relation to the question they are being asked. An analysis is not a description or a statement relating to what the subject matter is but a breakdown of features and/or components and characteristics which are then applied to the question.

- The learner must identify and analyse THREE metrics in order to pass the question.
- The question concerns the metrics used to evaluate the supply chain. In order to be able to analyse the metrics, the learner will need to write about what these metrics are, providing a breakdown of each.
- These metrics can be written about separately or together but each must be supported by reasoning relating to the reasons and purposes of the metrics used to evaluate the supply chain.

**Example:**

Analyse THREE metrics used to evaluate the supply chain.

Support answer with examples where appropriate.

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<table>
<thead>
<tr>
<th>LEVEL 6</th>
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<tbody>
<tr>
<td>• At Level 6, to pass, the learner must demonstrate that they have a very good understanding of the subject area. This very good understanding will be clear in responses that demonstrate not just knowledge surrounding the metrics themselves but also the reasoning for and purposes of the different metrics and why they are used to assess the supply chain.</td>
</tr>
<tr>
<td>• At this level, the learner needs to present an answer that shows that they have a good ability to present an argument that has focus, have ideas that are clearly thought out, and structure their answer so that their arguments and ideas are clearly conveyed. This is done by writing their answer in sentences and by separating their ideas into paragraphs.</td>
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</table>
**Assess:** To make an informed judgement.

When the learner is being asked to assess something, they will have to provide judgement (their view on something). To answer a question which asks the learner to assess, they would need to write down the factors which need to be taken account. The learner will also assess these factors by providing judgement/opinions on them and argue why they have made these judgements.

**Example:**

Assess the importance of working relationships and how vital they are to a supply chain strategy.

- The question is related to the importance of working relationships. The learner is expected to assess the importance of working relationships and how these relationships are important to the success of the supply chain strategy.
- The learner is likely to address things such as: collaborative planning/working, open communication, information sharing, incentives, motivation to perform, team belonging, alignment of goals, benefits and effects.
- The learner is expected to assess the importance and as such they will be expected to state the level to which they think working relationships are important and the impact they will have on the supply chain.

**LEVEL 6**

- As this is a Level 6 unit, to pass, the learner is expected to show a very good understanding of the subject area. They can show this very good understanding within their answer by providing an opinion on the evidence available on the characteristics of relationships with suppliers as part of differing supply chain strategies.
- The learner is expected to not just list the different characteristics of the relationships but provide judgements/opinions, based on the information, as to what the characteristics of these relationships are and how they will affect the supply chain strategy.
- At this level, the learner needs to show that they have a good ability to present an argument that has focus, have ideas that are clearly thought out and write an answer that is structured so that their arguments and ideas are clearly put across. This is done by writing their answer in sentences and by separating their ideas into paragraphs.
**Compare**: To identify similarities.

When in a question the learner is being asked to compare something, they will have to write about the similarities between what is given in the question. They should provide a reason behind these similarities rather than simply listing the similarities in their answer.

**Example:**

Compare and contrast the supply chain strategy of an export company like Perks with a company that only supplies products within its own country, using examples from cases that you have studied.

- The question is related to the differences and similarities between export companies and companies that distribute their products domestically.
- The learner is expected to compare (identify similarities) and contrast (identify differences) between the supply chain strategy of Perks with that of a business that supplies products within their own country.
- When comparing and contrasting Perks' supply chain strategy with another's organisation, the learner will need to make critical judgment on the level to which the TWO companies are similar and/or different.
- The learner is likely to address factors such as variations in time and cost of exporting and how they are impacted by quality and cost of infrastructure, differences in policies, procedures and institutions/organisations (i.e. rules/processes that must be adhered to), effects on trade competitiveness amongst others. The learner can write about any factors they think are appropriate however they must make sure that they use examples from any cases that they have studied to support their answer.

**LEVEL 6**

- As this is a Level 6 unit, to pass, the learner is expected to show a very good understanding of the subject area. The learner can show this very good understanding within their answer by making a critical judgement on the different supply chain strategies used by businesses.
- The learner is expected to write about different supply chain strategies that businesses use and write their opinions on how they are similar and different.
- As part of their answer, the learner is required to show critical thinking which will mean they need to provide detailed and objective arguments.
- At this level, the learner needs to show that they have a good ability to present an argument that has focus, have ideas that are clearly thought out and structure their response so that their arguments and ideas are clearly conveyed. This is done by writing their answer in sentences and by separating their ideas into paragraphs.
**Evaluate** To judge from available evidence.

When the learner is being asked to evaluate something, they will state the strengths/pros and weaknesses/cons of it. It is always useful to support each of the points they make with a relevant example/theory that proves the point they have made. To evaluate well, it is expected that the learner will look at both the pros AND the cons of something so that their evaluation is not biased. And, taking these pros and cons into account, make a judgement on the item(s) being evaluated by arguing its quality, importance, value, relevance, and/or effectiveness.

**Example:** Evaluate ONE national and ONE international financial reporting standard. In your answer, discuss any similarities and differences between the two.

- The question relates to international and national financial reporting standards.
- The learner should write about one relevant international financial reporting standard and one national standard.
- The learner should also provide at least one similarity and at least one difference between the two standards and briefly evaluate the result of any differences.
- As part of their evaluation, the learner will need to have made an assessment/estimate on the level to which there are similarities and differences between the two standards written about.

**LEVEL 6**

- To pass, the learner is expected to show that they have a very good understanding of national and international standards for financial reporting.
- The learner will be expected to provide an answer that focuses around the similarities and differences of national and international standards, writing about how and why they are similar/different.
- It will not be enough to pass if the learner just provides a comparison (as opposed to an evaluation) that does not look at a reason for the similarities as this will not show that they have a very good understanding.
- At this level, the learner needs to present an answer that shows that they have a good ability to present an argument that has focus, have ideas that are clearly thought out, and can write an answer that is structured so that their arguments and ideas are clearly conveyed. This is done by writing their answer in sentences and by separating their ideas into paragraphs.
**Explain:** To set out purposes or reasons.

When the learner is being asked to explain, they will make a particular subject clear by describing it in more detail or setting out the relevant facts. It may be useful for the learner to pretend the person who will be marking their examination knows absolutely nothing about the subject area. This ensures that all aspects of the subject are written down clearly in their answer showing that they have a good understanding of what the question is asking. The learner will also have to provide reasoning to support all of the points they are making in their answer.

*Example:*

Using examples, explain how businesses recognise and address key influences and obstacles to the achievement of a unified supply chain approach.

- The question concerns how businesses identify and manage the key drivers and barriers to achieving a unified supply chain approach.
- The learner will need to engage with varying obstacles, how they are recognised and addressed and how this is linked to the achievement of an integrated supply chain strategy.
- AT LEAST ONE influence AND AT LEAST ONE obstacle must be addressed and at least TWO examples provided in order to satisfy the demands of the question.

**LEVEL 6**

- The learner must demonstrate that they have a very good understanding of the subject area.
- In order to show that they have this level of understanding, the learner needs to effectively explain, by setting out the purposes and reasons, as to how and why businesses can identify and manage the barriers to achieving an integrated supply chain strategy.
- The learner must look closely at the cited barriers and explain how these barriers can be overcome in order to improve the supply chain strategy.
- It will not be enough for the learner to simply state that managing barriers improves the supply chain; they need to argue how and in what way.
- At this level, the learner needs to present an answer that shows that they have a good ability to present an argument that has focus, have ideas that are clearly thought out, and write an answer that is structured so that their arguments and ideas are clearly conveyed. This is done by writing their answer in sentences and by separating their ideas into paragraphs.
**Identify:** To name or otherwise characterise.

When the learner is being asked to identify something they will have to recognise/select what the question is asking. This could be as simple as identifying a certain number of items without much detail or it could involve a lot of detail engaging in an analysis. It all depends on the specific question.

**Example:**

Do changes to reward policies necessarily involve increased costs? Identify the areas where costs may be affected and the drivers for this to happen.

- The question relates to changes to reward policies and if these involve increased costs.
- The learner is expected to answer the question by stating the level to which changes to reward policies involve greater costs to the business.
- The learner is also expected to identify the areas where costs may be affected and the cause for these changes.
- The costs that can occur as a result of applying reward policies relate to gross and net costs (allowances and expenses), annual leave, fringe benefits, bonuses, superannuation etc. The learner can relate their answer to these or other costs as they think appropriate provided their answer is supported.

**LEVEL 6**

- To pass, the learner is expected to show a very good understanding of the subject area. The learner is able to show this very good understanding within their answer by finding out the costs that a business can face when changes are made to performance reward policies.
- In order to find out the costs of making such changes, the learner is expected to not just list the different types of costs faced by a business that relate to reward policies but write their answer so that they show that they have a very good understanding of how these costs will be affected by changes made to reward policies.
- At this level, the learner needs to show that they have a good ability to present an argument that has focus, have ideas that are clearly thought out and can structure their response so that their arguments and ideas are clearly conveyed. This is done by writing their answer in sentences and by separating their ideas into paragraphs.
OTHER COMMAND WORDS

The following command words will also be found at Levels 4, 5 and 6.

Contrast: To identify differences.

When in a question the learner is being asked to contrast something, they will have to write about the differences between what is given in the question. The learner will have to show that they understand why the differences exist. If they simply provide a list of the differences, they will not pass the question.

Define: To specify meaning.

To define, the learner will have to set out the meaning of a particular word or phrase. When being asked to define a word, the learner will either have to write the exact meaning of it or they could also be asked to define information a little more broadly. As such, they will then have to describe the nature and/or properties of this information.

Describe: To set out characteristics.

To describe something, the learner will need to set out the characteristics of the subject provided in the question. This could be an event, where they will have to provide a detailed description of how the event occurred in sequence, or it could be a concept where they will have to provide detailed information on all the properties of the concept.

Discuss: To present key points.

When the learner is being asked to engage in a discussion, they will write about a particular subject ensuring that they take into account the different issues or ideas around it. The learner may then reach a conclusion to their own ideas about the subject matter. This discussion should always be detailed to reach the higher grades.

Examine: To investigate closely.

When being asked to examine something, the learner will have to perform a detailed inspection of it to determine the nature of the information given. This inspection should be thorough to form a reliable conclusion of the information.

Justify: To support a case with evidence.

When the learner is being asked to justify something, they will have to demonstrate/provide evidence to support it. The learner cannot just provide a fact without any proof that what they are writing is true. The learner’s answer will need to include lots of evidence (these may be theories) to support what they are writing.

Summarise: To present principle points without detail.

When summarising something, the learner will have to write about the points surrounding a subject area but without going into detail. This will be fact-based rather than opinion based.